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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) subordinates' perceptions of the androgynous communication style of supervisors as an index of job satisfaction; (2) comprehension and perception variables related to the effectiveness of newsletter communication between the elementary school principal and the parent constituency; (3) leadership style and the perceived need satisfaction of administrative subordinates; (4) the effects of the use of different types of rhetorical questions on students' perceptions of college teachers; (5) the effects of proximity as determined by seating arrangement on student participation, interaction, academic performance, and attitude in a senior high school English class; (6) television commercials aired during Louis Lambert's 1979 gubernatorial campaign in Louisiana; (7) the effects of interpersonal skills training upon the quality of parent-teacher conferences; (8) patient preferences for physician communication behavior; (9) the relationship between counselor self-congruence, sensitivity, and facilitative communication and performance in three different work settings; and (10) the structure and strength of argument in the court-martial of William Calley. (FL)

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Bendure, Bruce Howard
COMPREHENSION AND PERCEPTION VARIABLES RELATED TO THE EFFECTIVENESS OF NEWSLETTER COMMUNICATION BETWEEN THE ELEMENTARY PRINCIPAL AND THE PARENT CONSTITUENCY

Boyer, John Elwood
LEADERSHIP AND MOTIVATION: A STUDY OF THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND THE PERCEIVED NEED SATISFACTIONS OF ADMINISTRATIVE SUBORDINATES

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SUBORDINATES' PERCEPTIONS OF THE ANDROGYNOUS COMMUNICATION STYLE OF SUPERVISORS AS AN INDEX OF JOB SATISFACTION

Order No. DA8213083

ANSELL, KATHLEEN KIRK, PH.D. *University of Pittsburgh*, 1981. 99pp.

The major purpose of this study was to investigate the relationship(s) between subordinates' perceptions of the androgynous/nonandrogynous communication style of their supervisors and subordintes' job satisfaction. It was hypothesized that the androgynous manager's communication style would be directly related to an employee's more positive feelings about overall job satisfaction.

The sample consisted of 100 men and 100 women who were drawn from a variety of work settings and positions in the organizational hierarchy in northwestern Pennsylvania. Maximum heterogeneity was assured since the subjects were representative of many professions and several civic/service organizations whose memberships represented a wide variety of business and professional employees.

A 107-item questionnaire was designed to measure the variables under consideration. The *Bem Sex-Role Inventory* (BSRI) (Bem, 1974) was utilized within this study to measure subordinates' perceptions of the androgynous communication style of their immediate supervisor. Perceptions of overall job satisfaction were measured through the use of ten researcher-designed questions and twenty-one items extrapolated from the standardized Satisfaction with Supervision and Satisfaction with Promotions sub-scales of the *Job Description Index* (JDI) (Smith, Kendall, & Hulin, 1969). In order to examine the relationship between the variables, Pearson product moment and point-biserial correlations were employed. All correlations obtained in the analysis were tested at the .05 level of significance. Statistical tests (Student's t test for the parametric data and chi square test for the non-parametric data) were conducted in order to determine support for pooling the male and female data given in the assessment instrument.

The results of the study indicated that there was no overall significant relationship between subordinates' perceptions of the androgynous/nonandrogynous communication style of their immediate supervisors and subordinates' job satisfaction. It was concluded that males and females indicated little or no difference in their perceptions of the variables under investigation. Basically, there were few, if any, differences between men and women in their perceptions of the androgynous communication style of their supervisors and their overall satisfaction with the job.

COMPREHENSION AND PERCEPTION VARIABLES RELATED TO THE EFFECTIVENESS OF NEWSLETTER COMMUNICATION BETWEEN THE ELEMENTARY PRINCIPAL AND THE PARENT CONSTITUENCY

Order No. DA8216132

BENDURE, BRUCE HOWARD, ED.D. *Wayne State University*, 1982. 207pp.

A descriptive study was formulated to examine the variables and the perceptions of parents toward the effectiveness of newsletter communication between the elementary principal and the parents. The stated purposes of this study were: (1) to examine the relationship between parental demographics and comprehension of newsletter information, (2) to examine the perception of parents toward *current* newsletter content and *desired* newsletter content, and (3) to examine parental perceptions toward the effectiveness of newsletter communication.

A specifically-designed, parental inventory was sent to all parents of a selected elementary school which assessed their knowledge of information included in three newsletters sent out previous to the study. A questionnaire was included in the total instrument which elicited parental perception toward newsletter content and effectiveness.

A step-wise multiple regression was used to determine the relationship between parental demographics and newsletter comprehension. The demographic variables entered were grade of oldest child, number of newsletters read, sex of parent, marital status of parent, and parental enjoyment of own elementary education.

A summary of parental perceptions toward newsletter content indicated that parents desired more information on school curriculum, textbook information, achievement of students, goals and objectives of the staff and school, operations of the school district, community programs, and financial conditions of the school district.

A summary of parental perceptions toward newsletter effectiveness indicated that parents believed the newsletters were adequate in length, should be sent home with students rather than mailed, were effective in providing general and specific information, were meaningful, were easy to read, and gave the parent a clear understanding of the programs and activities of the elementary school.

Based on the findings of this study, the following conclusions were made: (1) the written communication (i.e., newsletters) between the elementary principal and the parent constituency was best understood by parents who had children in the upper elementary grades and by those parents who read the most newsletters; (2) females read more newsletters and had a greater comprehension of newsletter information than their male counterparts; and (3) parents perceived the newsletters as meaningful channels of communication which were effective in providing specific as well as general information about the elementary school.

LEADERSHIP AND MOTIVATION: A STUDY OF THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND THE PERCEIVED NEED SATISFACTIONS OF ADMINISTRATIVE SUBORDINATES

Order No. DA8216741

BOYER, JOHN ELWOOD, ED.D. *The University of Akron*, 1982. 150pp.

The purpose of this study was to examine within the context of an educational setting two interrelated constructs which influence organization effectiveness . . . leadership and motivation.

The major problem under investigation was the relationship between the leadership style of school superintendents and the perceived need satisfactions of administrative subordinates.

A random sample of 133 administrative subordinates from 40 randomly selected Ohio school districts participated in the study which used an ex post facto research design.

Each respondent assessed the leadership style of his superintendent by completing the Leader Behavior Description Questionnaire (Halpin, 1957). The LBDQ provided a rating of high or low for each of the two leadership dimensions labeled consideration and initiating structure. The consideration dimension referred to behavior indicative of friendship, mutual trust, respect and warmth in relationship between the leader and subordinate. Initiating structure referred to a leader's behavior in delineating roles and relationships, endeavoring to establish well-defined patterns of organization, channels of communication and ways of getting the job done.

In addition to assessing the leadership style of their superintendents, and providing demographic data, the respondents assessed their degree of self-perceived need satisfaction through use of the Management Position Questionnaire (Porter, 1961). Porter developed the MPQ as a modification of Maslow's (1943) theory of motivation using the need satisfaction categories of security, social, esteem, autonomy and self-actualization.

Multiple linear regression procedures were used to analyze the variance in predicting one variable to another. The F test was applied to determine statistical significance at the .05 level.

The results of hypotheses testing indicated that leadership style accounts for a significant amount of variance in predicting subordinate self-actualization need satisfaction. Furthermore, subordinate position accounts for a significant amount of variance in predicting subordinate self-actualization need satisfaction and leader age was significantly related to the low consideration/low initiating structure style of leadership.

The major conclusion of this study is that the most effective leadership style for promoting subordinate motivation is one which is high in the dimension of consideration and high in the dimension of initiating structure. Executive heads desiring improved organization effectiveness should seek and train subordinate managers who are capable of demonstrating the skills which characterize each of these fundamental dimensions.

EFFECTS OF USE OF DIFFERENT TYPES OF RHETORICAL QUESTIONS ON STUDENTS' PERCEPTIONS OF COLLEGE TEACHERS

Order No. DA8219791

BROWN, DANNY ANDERSON, PH.D. *University of Massachusetts*, 1982. 90pp. Director: Professor Jennings Bryant

To provide normative data and assess the impact of teacher use of rhetorical questions on student evaluations of teachers, 101 randomly selected college class sessions were audio tape recorded with teacher consent (while naive about true researcher intent). Questions were classified as interrogative or rhetorical and, if rhetorical, further labeled as agreement, concession, or information questions.

Up to three students per class session rated their teachers on scales from -10 to 10 representing teaching dimensions. The ratings and teacher question use were compared by correlation and regression analysis.

Findings revealed frequent use of all types except concession questions. Weak negative associations between teacher use of rhetorical questions and student ratings of teachers did not support the conclusions of previous experimental research.

THE EFFECTS OF PROXIMITY AS DETERMINED BY SEATING ARRANGEMENT ON STUDENT PARTICIPATION, INTERACTION, ACADEMIC PERFORMANCE, AND ATTITUDE IN A SENIOR HIGH SCHOOL ENGLISH CLASSROOM

Order No. DA8217742

FLYNN, DONALD MICHAEL, ED.D. *Temple University*, 1982. 123pp. Major Adviser: Dr. H. Bernard Miller

Problem. The purpose of this study was to determine the significance of the proxemic variable in the classroom by comparing the effects of the traditional, horseshoe, and split-row seating arrangements on the dependent variables student participation, student interaction, student academic performance, and student attitude.

Procedures. The study was conducted over a nine-week period in three twelfth grade academic English classes at a four year high school located in a high income suburban area in southeastern Pennsylvania. The subjects were 74 academic English students with an averge I.Q. of 115.8 and an I.Q. range of 93-139. Class A contained 20 students, Class B 32 students, and Class C 22 students.

Each of the three classes were taught by the investigator and was given the same subject matter, the same material, and the same method of instruction. The experimenter employed a "randomized blocks design" in which each of the three classes was exposed to the traditional, horseshoe, and split-row seating arrangements for three week periods in random order. Measurements were taken during the third week of each treatment by means of classroom observations, audio tape recordings and a Likert-scale attitude questionnaire. Data were collected on the four dependent variables: student participation, student interaction, student academic performance, and student attitude.

The findings based on these data were analyzed by means of an analysis of variance for randomized blocks design to determine whether the effects of the three seating arrangements on the four dependent variables were statistically significant at the .05 level.

Findings. (1) The differences in student participation, student interaction, and student academic performance among the three seating arrangements and the classes were not statistically significant. (2) The differences in student attitude toward the seating arrangements and the classes and toward the classes' participation and interaction were not statistically significant. (3) The differences in students' perceptions of their response to other students' ideas were statistically significant. Each of the three classes viewed itself as responding to other students' ideas more frequently in the split-row and horseshoe seating arrangements than in the traditional seating arrangement. . . . (Author's abstract exceeds stipulated maxium length. Discontinued here with permission of school.) UMI

POLITICAL IMAGEMAKING: AN ANALYSIS OF THE TELEVISION COMMERCIALS AIRED DURING LOUIS LAMBERT'S 1979 GUBERNATORIAL CAMPAIGN

Order No. DA8216853

KARAM, THOMAS JOSEPH, PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1982. 140pp. Supervisor: Professor J. Donald Ragsdale

This study examines the televised political image-making of Louis Lambert during his unsuccessful 1979 Louisiana gubernatorial campaign. During the campaign, over $20 million was spent by the six major candidates for the office of governor. Lambert spent approximately $3.5 million, with the majority of this money being spent on televised advertisement.

The study includes an overview of Lambert's campaign followed by an analysis of his campaign. The three different phases of the campaign and the three media consultants Lambert employed is analyzed. The study also examines the verbal and non-verbal aspects of Lambert's political commercials.

The study revealed that political image-making is an important factor in a campaign. Moreover, the negative image a candidate projects can possibly have worse effect on an individual's candidacy than a positive image. The study also contends that additional aspects of political communication, such as campaign organization, direct-mail, phone banks, polling, and campaign strategy work together with the image-making aspect to strengthen a campaign.

ENVIRONMENTALISTS' STRATEGIC CHOICES IN COMPLIANCE GAINING AS A FUNCTION OF SITUATIONAL VARIABLES

Order No. DA8216946

LA LUMIA, JAMES PAUL, PH.D. *Kent State University*, 1982. 111pp. Director: Wilbur J. Osborne

This study investigated the persuasive strategy choices which environmentalists are likely to make in various compliance gaining situations. Three independent variables were manipulated: two levels of audience predisposition toward the persuader's goal, two levels of audience moral development, and three levels of audience size produced a 2 x 2 x 3 factorial design. Subjects, members of environmental groups, were randomly assigned to one of 12 cells. They were asked to indicate the likelihood of using each of sixteen persuasive strategies. Self report data on strategy use were also collected through an open ended question on subject's past persuasive efforts. Results from the likelihood ratings and the self report data indicated that expertise strategies and liking strategies were favored in all situations. The presence of an audience opposed to the persuader's goal increased the likelihood of use for two strategies, and the interaction between audience predisposition and audience size affected the likelihood of use for two strategies. Larger audiences which were opposed to the persuader's goal increased the likelihood of use for two strategies. The level of audience size produced no main effects on strategy use. The likelihood of use for two strategies was affected by the level of moral development.

EFFECTS OF INTERPERSONAL SKILL TRAINING UPON THE QUALITY OF PARENT-TEACHER CONFERENCES

Order No. DA8218691

LEDEBUR, GARY WILLIAM, ED.D. *Lehigh University*, 1982. 119pp.

This study evaluated the Carkhuff-Anthony model of training teachers in interpersonal skills as a method for improving the quality of parent-teacher conferences. Twenty special education teachers were randomly assigned to a treatment and a control group. In addition, twenty general education teachers were also randomly assigned to a treatment and a control group. The treatment groups received interpersonal skills training while the control groups received no training during the study.

Three dependent measures assessed the effects of the training in a posttest control group design. The Minnesota Teacher Attitude Inventory measured the teachers' attitudes toward teaching. The Global Rating Scale of Facilitativeness was utilized in rating teachers' interpersonal skills on audiotapes of simulated parent conferences. The Barrett-Lennard Relationship Inventory measured perceived facilitativeness of teachers by mothers who attended actual parent-teacher conferences.

The results indicated that the training utilized enhanced teachers' interpersonal skills as determined by judges' ratings of these skills. These results are consistent with prior research in this area. However, the training showed no significant effects on teacher attitudes toward teaching or parent perceptions of teacher facilitativeness.

Significant differences between special education teachers and general education teachers were found in parent perceptions of teacher facilitativeness. Special education teachers were perceived by parents as being more facilitative than general education teachers regardless of training. No significant differences were found between special education teachers and general education teachers on teacher attitudes toward teaching or judges' ratings of teachers' interpersonal skills.

COMMUNICATION EFFECTIVENESS AS PERCEIVED BY THE SECONDARY PRINCIPAL

Order No. DA8213890

LEWMAN, TED HURLEY, ED.D. *University of Missouri - Columbia*, 1981. 173pp. Supervisor: Dr. Jerry Valentine

Purpose. The purposes of this study were two-fold. The researcher sought to determine if a significant difference existed among the ways secondary principals self-perceive their real and ideal communication practices. Secondly, the research desired to ascertain whether selected independent variables of student enrollment, administrator experience, and teacher experience, were significantly related to the principals' self-evaluated ability to communicate.

Procedure. A random selection of principals in the state of Missouri were mailed two surveys. The instruments used were the Real and Ideal Audits of Administrator Communication. Statistical treatment of the data included a t-Test to analyze the difference in scores for the Real and Ideal Audits, and analysis of variance to examine the relationship of the variables to the scores on the Real and Ideal Audits.

Conclusions. (1) A significant difference did not exist between principal real and ideal communication skills. The principals perceived themselves as effective communicators. (2) A significant relationship did not exist between the Real and Ideal Audit scores based upon the three independent variables examined. The t-Test and a one way analysis of variance revealed these variables not to be critical inhibitors of communication. (3) The principals marked low those statements which portrayed administrators as individuals who shared personal thoughts with teachers, and who belittled teachers as individuals. The administrators indicated they held their teachers in high regard, yet felt inappropriate the practice of sharing personal thoughts. (4) The principals surveyed desired to be perceived as administrators who made sound decisions, were informers of information, and encouragers of change in their schools.

Implication. (1) Perceived communication did not improve as years of experience increased. Principals should carefully consider this lack of improvement as communicators and focus upon the development of skills which enhance their communicative ability.

Recommendation. (1) Further study should be developed which examines the elementary principals self-perceived ability to communicate.

THE STRUCTURE AND STRENGTH OF ARGUMENT IN THE COURT-MARTIAL OF WILLIAM LAWS CALLEY

Order No. DA8221909

MARTINDALE, TERESA DIANE, PH.D. *Ohio University*, 1982. 128pp. Director of Dissertation: John H. Timmis, III

This study is for the purpose of combining two philosophical tools into a single working methodology which would enable the rhetorical critic to analyze and criticize the jurisprudential argument. Chaim Perelman and Stephen Toulmin are both philosophers who together offer a comprehensive means of criticism. The specific case to which this methodology is applied to the court-martial of Lieutenant William Calley over the My Lai incident.

The structural model provided by Stephen Toulmin was extended and applied to the arguments of both the trial counsel and defense counsel as found in the transcripts of the court-martial. Application of this model allowed the framework of each argument to be seen and revealed the interrelationships of the arguments. This model provided a means for analysis of the arguments but was not intended by Toulmin to be used as a means of criticism except in determining logical validity of arguments. For criticism, the tools for measuring the relative strengths and weaknesses of arguments in light of specific audiences as provided by Chaim Perelman were used. Perelman's critical methodology, aided by the prior application of Toulmin's model, provided a perspective from which a critical stance could be taken. In conjunction with each other, Toulmin and Perelman complementarily served to present an overall methodology.

The results of the study show that the arguments of the trial counsel were significantly stronger than those posited by the defense counsel in the areas of structural soundness; capacity for resisting objections; accumulation and convergence; and acceptability to the intended audience. The conjunctive use of the methodologies of Toulmin and Perelman, with suggestions for modification, do provide a successful tool for analysis and criticism of the jurisprudential argument.

THE IMPACT OF THE WOMEN'S MOVEMENT ON THE COMMUNICATION WITHIN THE UNITED PRESBYTERIAN WOMEN ORGANIZATION: A PARTICIPANT OBSERVATION STUDY

Order No. DA8221911

MONTOVANI, MARTHA RUTH, PH.D. *Ohio University*, 1982. 258pp. Director of Dissertation: Paul H. Boase

This study is concerned with the contemporary women's movement and its possible effects on the communication of churchwomen active in United Presbyterian Women, the organization for women in the United Presbyterian Church, U.S.A. The purpose of this research is to explore the content and relationship dimensions of communication transpiring within the context of local women's church circles.

The method of participant observation was employed in order to attempt a holistic approach to the study of beings-in-the-process-of-becoming. Field work took place during the 1976-1977 and 1977-1978 academic years during which time the researcher was a participant observer in the five women's circles at the First Presbyterian Church in Athens, Ohio.

The study was guided by exploratory questions. The following questions focused the inquiry: Does the content of the programs at circle meetings reflect a women's movement orientation? Can women's church circles be perceived as forms of consciousness-raising groups? Do women's church circles function as support groups? Do United Presbyterian Women think of themselves as a sisterhood? Can the communication within the circles be considered dialogic in nature?

Given the limited nature of this study, all conclusions should be considered indicative, not definitive. The research findings suggest that at the national level the United Presbyterian Women organization has been influenced by the women's movement as is evidenced at the triennial National Meetings and in articles in *Concern* magazine but this influence does not filter down to the local Women's Association, at least in Athens, Ohio. Women's church circles do not embody the attributes of consciouness-raising groups but do function as support

groups. United Presbyterian Women do not think of themselves as a sisterhood. The communication transpiring within the circles is conversational in nature, not dialogic.

Recommendations for future research call attention to assessing the support given by laywomen to ordained women, the struggle for equal opportunity of women in ministry, the modification of the sexist language used in worship, and the need for contemporary studies on the role mission plays in the life of the church and of women's organizations in particular in the Presbyterian Church and in other denominations as well.

THE FORTY-FOURTH GENERAL SESSION OF THE UTAH STATE LEGISLATURE: A DESCRIPTIVE STUDY OF ARGUMENT IN THE PUBLIC FORUM Order No. DA8225259

NEWELL, SARA EILEEN, PH.D. *The University of Utah*, 1982. 297pp. Chairman: B. Aubrey Fisher

Formal meetings of the 1981 General Session of the Utah State Legislature were examined to describe how, in the process of policy making, the legislators' public talk creates a pattern of justification for action. Qualitative analysis of recorded talk taken from throughout the general session led to a characterization of a value system by which policy was assessed and justified. This ideal for the state of Utah included a free enterprise, competitive market system, equity and fairness, state's rights, and a social environment where the traditional family might thrive. As enacted by the talk the role of legislator included a responsibility to act, to solve problems which affect their constituents, and setting policy which must be implemented by others and fit within a body of law. Legislators appraised policies by the criteria of clarity of language, external consistency, increased flexibility, feasibility, and a weighing of costs and benefits. Expectations of the process of deliberation also emerged--provide a fair hearing to all, provide reasons for action, work out compromises, and maintain consistency of reasoning. The major argumentation strategies were reconstructing--offering an alternate interpretation of the situation, and overriding--appealing to a superceding value.

A sentence-by-sentence content analysis of the deliberations concerning three bills devoted to landlord-tenant problems led to a model of public policy making. The model suggests six stages which reflect the development over time of a rationale and the continuous refinement of the policy proposal--orienting, modifying, evaluating, synthesizing, support building, and a return to evaluating.

PLANNING THERAPEUTIC INTERVENTION: A RHETORICAL ANALYSIS OF THERAPISTS' REPORTS OF THEIR PREPARATION FOR TALKING WITH CLIENTS

Order No. DA8213333

OERKVITZ, SUSAN KAY, PH.D. *The Pennsylvania State University*, 1982. 155pp. Adviser: Gerald M. Phillips

The research question was: To what extent are selected psychotherapists' reports of their perceptions of their behavior with clients in clinical situations consistent with rhetorical standards for planning for persuasive talk? The purpose was to examine individual therapists' reports which might then form an aggregate for purposes of induction and suggest directions for further study. The researcher developed a framework of rhetorical standards for speech preparation based on the traditional canons. She formulated related questions for four experienced psychologists to address in individual interviews and logs on planning for a client session. Each interview transcript and log was summarized separately with the researcher's inferences noted. Therapists reviewed and annotated the summaries.

Questions for analysis of reports were: Does the therapist report (1) planning talk for specific purposes, (2) actively attempting to influence a client's thoughts, feelings, or behaviors through talk, and (3) adapting talk to fit the given relationship or immediate clinical situation? How closely does the report conform to the specified rhetorical standards (e.g., audience analysis; goal-setting; generation, organization, stylization, retention, and delivery of chosen ideas; evaluation of effect)?

Each therapist reported purposively planning some aspects of talk and behavior with clients, although therapists did not use rhetorical terms. None reported considering factors related to the full list of specified standards. However, results suggest that speakers consulted as primary sources can and will discuss their speech preparation with critics. This analysis also raises fundamental questions about the nature of rhetorical acts, applications of rhetorical theory and criticism, and lack of published documentation for time honored claims that (1) speakers find systematic planning for talk to be useful and (2) instruction in systematic speech preparation improves students' performance.

PATIENT PREFERENCES FOR PHYSICIAN COMMUNICATION BEHAVIOR: AN ANALYSIS OF TREATMENT COMPLIANCE STRATEGIES Order No. DA8224203

O'HAIR, HENRY DAN, PH.D. *The University of Oklahoma*, 1982. 99pp. Major Professor: Dr. L. Blaine Goss

This study investigated the preference of patients toward various types of physician-communicated message strategies involving treatment recommendation for obesity. Subjects included 303 in-clinic and non-clinic volunteers in a wide range of settings. Subjects were asked to respond to preference items concerning message strategies they read. The message strategies emulated a physician giving information and instructions for the treatment of obesity and each strategy varied in the level of affectivity and information present. Subjects also responded to the receiver apprehension test and the health belief test. The design of the experiment involved a 2 x 2 x 4 design. Several significant results emerged from the study: (1) an instrument was developed which reliably determines preferences for physician communication behavior (PREF). (2) This study found preference for a communication strategy to be positively related to likelihood of compliance with that strategy. (3) It was discovered that individuals differ in their preferences for various physician message strategies. (4) Differences in preferences for strategies can be predicted on the basis of receiver apprehension--high receiver apprehensives prefer low-affective/low-information strategies. (5) A patient's level of health beliefs also can determine preference for a strategy--subjects with high health beliefs (high-compliers) significantly preferred a strategy which included high affect and high information. (6) Receiver apprehension and health beliefs interacted to produce differences in a subject's preference for strategies--subjects high in receiver apprehension and health beliefs preferred a strategy low in affect and information, while low receiver apprehensive, low health belief subjects preferred the high-affect/high-information strategy.

THE RELATIONSHIP BETWEEN COUNSELOR SELF-CONGRUENCE, SENSITIVITY, AND FACILITATIVE COMMUNICATION AND COUNSELOR PERFORMANCE IN THREE COUNSELOR WORK SETTINGS

Order No. DA8221852

SCALES, JAMES EDWARD, PH.D. *Kansas State University*, 1982. 141pp.

Sensitivity, self-congruence, and facilitative communication are seen as essential to the counseling process. The purpose of this research was to assess whether or not the aforementioned variables distinguish between counselors in various work settings and to ascertain the effects on and relationships of the three variables to actual counseling performance. The subjects were 112 volunteers from three work settings: (1) academia; (2) employment agencies; and (3) counselors-in-training.

The instruments included: (1) Smith Test of Sensitivity (sensitivity); (2) Adjective Check List (self-congruence); and (3) Carkhuff Helper Stimulus Expressions (facilitative communication). Actual performance scores were determined by

rating the subject's responses to videotaped situations. Four judges were employed to rate the responses. The data collected for all four measures were blocked into the categories high-medium-low. One-way ANOVS's were used to test for significant relationships between the variables and work settings. Two-way ANOVA's were used to test for relationships among the variables and actual performance. Other analyses included correlation and a step-wise multiple regression.

No significant differences were found among the three work settings on the variables of sensitivity and facilitative communication. However, a difference was found among the work settings on self-congruence. Multiple comparisons indicated that employment agency counselors and counselor trainees were significantly less self-congruent than the academia counselors. Results of the correlation analysis showed a significant relationship between sensitivity-facilitative communication and self-congruence--actual performance. The step-wise multiple regression indicated that the variables did not account for a significant portion of the counselor performance variance.

The results indicated that the variables self congruence, sensitivity, and facilitative communication may be such an extensive part of training programs that it would be difficult to detect significant differences in their presence in different work settings.

Further research needs to be conducted with the use of multiple criteria for evaluation purposes.

THE INFLUENCE OF PROCESS JURY INSTRUCTIONS AND PATTERN JURY INSTRUCTIONS ON THE CONTENT OF JURY DELIBERATION AND COMPREHENSION OF THE LAW IN A SIMULATED JURY TRIAL Order No. DA8215315

SCHAMBER, JON FREDERICK, PH.D. *University of Oregon*, 1982. 220pp. Co-Advisers: Paul C. Gaske, Robert P. Friedman

This study examined the influence of judge's instructions on the content of jury deliberation and comprehension of the law. Two types of instructions were manipulated in a posttest only design: (1) process instructions (step-by-step questions on the component issues of the case), and (2) pattern instructions (standardized instructions).

Subjects were randomly drawn from jury lists and assigned to experimental conditions, forming ten six-person juries (five juries per condition). Subjects viewed a videotaped moot court trail dealing with three conspiracy related charges. In order to measure the influence of type of instructions on the content of deliberation a content analysis procedure was employed. Comprehension of the law was measured by the content analysis procedure and a comprehension test.

The first two hypotheses of the experiment were confirmed: process instructions significantly increased the percentage of deliberation time juries discussed important and relevant issues of the case and increased the percentage of time juries evaluated evidence of the case. Hypotheses three and four were rejected: juries receiving process instructions did not discuss the issues and evidence of the case in a more uniform pattern. Hypothesis five was also rejected: juries receiving process instructions did not result in greater uniformity in the mean length of deliberation. Although hypotheses three, four, and five were rejected the results fell in the predicted direction. Hypothesis six was rejected: juries receiving process instructions did not spend a smaller percentage of deliberation time misapplying the law. Although the hypothesis was rejected, the results indicated that process instructions may reduce the probability of serious misapplication of the law. Hypothesis seven was confirmed: juries receiving process instructions scored significantly higher on the post-deliberation comprehension test.

Four research questions were also examined in the study. The major findings of the research questions were that process instructions did not significantly reduce the length of deliberation and that process instructions were evaluated as more useful by the jurors than pattern instructions.

Two major implictions emerged from the study: (1) process intructions appears to improve the quality of the content of deliberation, and (2) process instructions appear to improve juror comprehension of the law.

THE RELATIVE IMPORTANCE OF SELECTED COMMUNICATION VARIABLES AS RELATED TO ATTITUDES TOWARD WORK-RELATED CHANGE Order No. DA8215100

VIELHABER, MARY ELIZABETH, PH.D. *The University of Michigan*, 1982. 164pp. Co-Chairmen: Herbert Hildebrandt, Howard Martin

The purpose of this study was to examine one dimension of the interface between organizational communication and organizational change: the relative importance of selected communication variables as related to attitudes toward work-related change. Specifically, the study used a regression analysis to determine which selected communication variables (source credibility, amount of information, importance of information, formal and informal channels, organizational relationships, age, sex, seniority, education, job satisfaction, job involvement, and conservatism) accounted for the greatest amount of variance when correlated with the criterion variable (attitude toward work-related change).

The study began with a review of literature which examined classic change models. The argument was made that while much has been written about the process of change, little has been written about the role of communication in that process.

A small plastics firm with four geographically dispersed branch plants was used as the research site. Both hourly and salaried employees (164 subjects) participated by completing a questionnaire. An analysis of the corporation's structure, policies, communication system, and corporate changes were presented in the rationale for selecting this company as a research site.

Three major conclusions were drawn from this study. First, the best predictor of attitude toward work-related change was the organizational relationships variable which included relations between co-workers, superiors and subordinates, and the corporation and its employees. The organizational relationships variable also had the highest correlation, relative to all other predictor variables, with the criterion variable. Second, to a lesser extent, the use of informal channels and the accuracy of formal channels were also significant predictors of attitudes toward change. Third, job involvement, job satisfaction, and amount of information had significant positive correlations with attitude toward work-related change.

Based on the above conclusions, a model for communicating organizational change was proposed. Finally, future research directions were suggested which may contribute to a greater understanding of the relationship between communication and change.

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